

Directions for Documenting Kindergarten Literacy

Behavioral Objectives

The objectives listed inside are taken from the NC Standard Course of Study. They are clustered to represent typical behaviors of students at the various stages of reading and writing development. At the beginning of the year teachers must **determine the instructional level** of an individual student, using the Kindergarten Initial Assessment for reading and an unassisted writing sample for writing. **Assess the behavioral objectives that correspond to that stage of reading and writing with special emphasis on the bolded essential objectives as well as any bolded essential objectives in previous developmental stages.** An objective should be assessed by observing student behaviors over time (usually three times) **without teacher support**. There must be **evidence**, written or observed, supporting the student's demonstration of the objective. This assessment should be documented quarterly with a check. If a student demonstrates a high level of proficiency of all the grade level objectives, he or she should be instructed and assessed on the Beyond Kindergarten objectives. These objectives are printed on cards that should be inserted into the profile card if needed.

Determining Kindergarten Literacy Grades (Formal report cards are issued at the end of each semester.)

At the end of the grading period the teacher must review the stage of development at which the student is performing. The student's grade is based on the assessment of the behavioral objectives for that stage and any bolded essential objectives in previous developmental levels. Use the following chart to determine his or her grade.

	Early Emergent or Below		Emergent		Emergent Continued		Late Emergent		Beyond Kindergarten	
	Some	Most	Some	Most	Some	Most	Some	Most	Some	Most
Mid Year Kindergarten	1	2	2	3	3	3	3*	3*	4	4
End of Year Kindergarten	1	1	1	1	2	2	2	3	3*	4

Unassisted Writing Samples

Unassisted writing samples should be collected to provide evidence that the writing behavioral indicators checked are indeed what the child can do independently. These samples should be pieces of writing on **self-selected** topics that the student completes **without any direction from the teacher**. The setting for unassisted writing should be reflective of what we expect a student to do when s/he writes (e.g., using word walls, dictionaries, topic lists, having conversations, etc.) For each unassisted writing sample, the teacher should complete a box below, including date, grade, topic, and form. In addition, the writing should be analyzed using the Rubric for Scoring Unassisted Writing and Wake County Public School System writing exemplars in order to determine the stage of writing the sample demonstrates. (Emergent includes both Emergent and Emergent Continued.) This part of the Writing Assessment must be completed a **minimum** of two times a year.

Date _____ Grade _____ Topic _____ (What is the writing about?) Form _____ <i>(The specific way the writing is published – i.e., journal, story, letter, poem, etc.)</i>	What does this writing sample tell you about this student's writing and reading? 	Date _____ Grade _____ Topic _____ (What is the writing about?) Form _____ <i>(The specific way the writing is published – i.e., journal, story, letter, poem, etc.)</i>	What does this writing sample tell you about this student's writing and reading?
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Stage of Writing :

_____ Prewriting /Early Emergent

_____ Emergent

_____ Late Emergent

_____ Early Developing

_____ Developing

_____ Late Developing

_____ Early Independent

_____ Mid-Independent

_____ Late Independent

Kindergarten Receptive Literacy – Reading and Listening Behavioral Objectives

Early Emergent	Emergent	Emergent Continued	Late Emergent
Phonological Awareness (Orally) ___ 1.026 Recognize words that rhyme when spoken ___ 1.021 Know that spoken language is made up of separate sounds that make words (concept of word)	Phonological Awareness (Orally) ___ 1.026 Listen to a word and say another word or words that rhyme ___ 1.027 Hear word parts (syllables) and put them together to say the word (blends pen- and -cil to make pencil)	Phonological Awareness (Orally) ___ 1.023 Can give the sounds for all letters ___ 1.028 Listen to words to identify the beginning sound and say the beginning sound that is the same (matches, isolates) ___ 1.024 Listen to the beginning sound of a word and say another word that begins with the same sound (matches, isolates, blends)	Phonological Awareness (Orally) ___ 1.024 Listen to the ending sound of a word and say another word that ends with the same sound (matching, isolating, blending) ___ 1.0291 Hear individual sounds in a word and blend them together to say a word (/c/ /a/ /t/ to "cat") ___ 1.0292 Hear a spoken word and break it into its individual sounds (segments, "cat" to /c/ /a/ /t/)
Alphabet Knowledge ___ 1.032 Recognize your name by sight ___ 1.033 Recognize print around you such as signs, labels, and trademarks (McDonalds)	Alphabet Knowledge ___ 1.031 Name some capital and lower case letters (at least 26 out of 54) of the alphabet	Alphabet Knowledge ___ 1.034 Recognize some high frequency words by sight (5 words) ___ 1.035 Recognize most beginning consonant letters and sounds in 1 syllable words	Alphabet Knowledge ___ 1.022 Match the sounds of a word to the letters in the word ___ 1.034 Recognize some high frequency words by sight (10-15 words) ___ 1.031 Name all capital and lower case letters of the alphabet
Print Concepts ___ 1.011 Point to the front of a book, the back of a book, and the title ___ 1.012 Point to where the story begins (print carries message) ___ 1.013 Know letters and words are read left to right (directionality) ___ 1.0151 Point to a single letter in a page of text ___ 1.016 Point to the first word to begin reading a page of text	Print Concepts ___ 1.013 Point at where to go next at the end of a line of text (return sweep) ___ 1.014 Point to each word as the teacher reads aloud ___ 1.037 Point to a period ___ 1.0361 Point to the first and last letter of a word ___ 1.0152 Point to one word on a page of text	Print Concepts ___ 1.017 Point to the name of the author and illustrator on the front of the book ___ 1.0362 Point to the first word and last word of a sentence on a page of text	Print Concepts ___ 1.0153 Point to a sentence on a page of text ___ 1.037 Point to a question mark in text
Comprehension (Text is read, heard or seen) ___ 2.051 Predict what might happen in a text before reading ___ 2.02 Choose to read and look at different kinds of books and selections (e.g., storybooks, nursery rhymes, poems, etc.) ___ 2.06 Understand and follow spoken and/ or picture directions (1 and 2 step directions)	Comprehension (Text is read, heard or seen) ___ 2.052 Predict what might happen in a text before reading and during reading ___ 2.06 Understand and follow spoken and/ or picture directions (3 or more step directions) ___ 2.02 Choose to read and look at different kinds of books and selections ___ 1.015 Know that a story has characters, setting, and tells about something ___ 1.041 Read own dictated story	Comprehension (Text is read, heard or seen) ___ 1.042 Read simple patterned text (Typically level 1-2) ___ 2.03 Think about what you already know about the topic and make connections before reading ___ 2.02 Choose to read and look at different kinds of books and selections 2.081 Uses strategies to help when reading, such as: ___ the pictures ___ pointing word by word ___ use the first letter of a word to check prediction ___ 2.011 Name a story's setting and characters ___ 2.07 Know that author's use special language in books such as "once upon a time" (literary language) ___ 2.09 Tell the sequence of events in a story	Comprehension (Text is read, heard or seen) ___ 1.0422 Read decodable text ___ 1.0421 Read predictable text using the pictures and letter sounds to help you understand the story (Typically level 3-4) ___ 2.04 Think of some questions that might be answered in the text before you start to read ___ 2.052 Check to see if your predictions were right and make new predictions based on what you have read while you are reading and after reading ___ 2.08 When you read or listen to a story, tell if it is about real things or make-believe things ___ 2.082 Use the following strategy to help when you read: Go back and reread ___ 2.013 Name the key concepts or big ideas and supporting details in informational text ___ 2.02 Choose to read and look at different kinds of books and selections ___ 2.012 Retell story in your own words including the beginning, middle, and end

Early Emergent	Emergent	Emergent Continued	Late Emergent
Connections ___ 3.0411 Listen to stories ___ 3.0412 Go back to stories read or heard to reread or enjoy	Connections ___ 3.01 Connect information and events in text read or heard to your own experiences ___ 3.042 Talk about and dramatize stories	Connections ___ 3.042 Talk about and illustrate stories read, heard, viewed, or written	Connections ___ 3.02 Talk about the big ideas in texts to learn more and make sure you understand ___ 3.031 Connect key words with what you already know ___ 3.032 Look at the words an author uses and talk about them ___ 3.043 Talk about texts read, heard, or viewed to find similarities between the texts about a topic
Developing Reading Habits Choose own text to read or look at for at least 5 minutes daily	Developing Reading Habits Choose own text to read or look at for at least 5 minutes daily	Developing Reading Habits Choose own text to read or look at for at least 10 minutes daily	Developing Reading Habits Choose own text to read or look at for at least 10 minutes daily
Kindergarten Expressive Literacy – Writing and Speaking Behavioral Objectives			
Early Emergent	Emergent	Emergent Continued	Late Emergent
Products ___ 4.001 Use drawings or symbols to convey ideas or information ___ 4.09 Use words to express needs and wants ___ 4.10 Name common objects (e.g., pencil, desk, etc.) ___ 4.11 Respond appropriately to questions ___ 4.002 Use random letters in writing ___ 4.0721 Write your first name ___ 4.075 Draw and write signs, labels, and notes	Products ___ 4.02 Use words that name (ball, cat) and words that tell (run, throw) when talking (e.g., oral retelling, conversations, etc.) and writing (e.g., journals, etc.) ___ 4.031 Name and know basic concepts (e.g., colors, opposites, positional, and directional words) ___ 4.041 Maintain conversation and discussion by paying attention to all speakers ___ 4.0741 Use drawings and captions to tell your story ___ 4.071 Copy print from your surroundings (e.g., environmental print: McDonalds, classroom, etc.) ___ 4.0722 Attempt to write first names of some friends ___ 4.0742 Use single words and phrases to express ideas in writing	Products ___ 4.02 Use words that name and words that tell action in a variety of simple texts (lists, journal entries, stories, poems, etc.) ___ 4.003 Write the way you talk (oral language structures) ___ 4.073 Use drawing and writing to tell your story ___ 4.0722 Write your last name ___ 4.0421 Maintain a conversation and /or a discussion by taking turns expressing your ideas with other speakers ___ 4.06 Write and/or participate in writing behaviors by using an author's model of language to create a product (i.e., own version of Brown Bear, Brown Bear)	Products ___ 4.021 Use conventional speech patterns in talk (e.g., I am hungry, I need crayons, etc.) ___ 4.03 Use words that describe color, size, and location in a variety of texts ___ 4.0421 Maintain conversation and discussions by asking questions ___ 4.01 Use new vocabulary in your talk and writing ___ 4.076 Write one or two thoughts or sentences ___ 4.077 Focus on a topic in your writing
Grammar and Language Conventions ___ 5.021 Use upper and lower case letters interchangeably in writing	Grammar and Language Conventions ___ 5.013 Write some letters (at least 10) of the alphabet ___ 5.031 Write from left to right and top to bottom (directionality) ___ 5.032 Begin to use some spacing between words	Grammar and Language Conventions ___ 5.012 Represent your talk with temporary and/or conventional spelling (mostly consonants) ___ 5.011 Develop spelling strategies and skills by recording the main consonant sounds you hear ___ 5.022 Use a capital letter to write I and the first letter in your name	Grammar and Language Conventions ___ 5.015 Listen for sounds when you stretch a word out and write the letter that makes the sound ___ 5.016 Spell some high frequency words correctly in your writing ___ 5.03 Use legible manuscript handwriting

Kindergarten Student Reading Assessment Profile

Student Name _____

School _____

2010-2011

Initial Screening Tools

Date _____

Each kindergartner is assessed during the first week of school to better inform the classroom teacher of student strengths, needs and stage of development. After the initial screening, ongoing assessment is documented on the individual objectives located inside this card.

Letter Naming Fluency (LNF)

Letters/min _____

Risk Level _____

Letter/Sound ID

Letter recognition ____/54 ____/54

Sound recognition ____/54 ____/54

Concepts of Print

Number of concepts ____/19

Once student demonstrates first 10 CoP, begin guided reading instruction.

If student is **at risk** as indicated by performance on the LNF, then update letter and sound identification assessment by end of the first quarter to plan targeted and strategic instruction.

Mid-year Benchmark Assessments

Date _____

Letter Naming Fluency (LNF)

Letters/min _____

Risk Level _____

Phoneme Segmentation Fluency

Phonemes/min _____

Risk Level _____

Nonsense Word Fluency

Correct letter sounds/min _____

Risk Level _____

PAST (Update/administer/ first 6 subtests)

Concept of Word ____/6

Rhyme Recognition ____/6

Rhyme Production ____/6

Syllable Blending ____/6

Syllable Segmentation ____/6

Syllable Deletion ____/6

Concepts of Print

Update CoP if student has not mastered 17/19

Number of concepts ____/19

Once student demonstrates first 10 CoP, he/she should move from small group shared reading to guided reading instruction.

End-of-year Benchmark Assessments

Date _____

Letter Naming Fluency (LNF)

Letters/min _____

Risk Level _____

Phoneme Segmentation Fluency

Phonemes/min _____

Risk Level _____

Nonsense Word Fluency

Correct letter sounds/min _____

Risk Level _____

PAST (Update/administer first 8 subtests)

Concept of Word ____/6

Rhyme Recognition ____/6

Rhyme Production ____/6

Syllable Blending ____/6

Syllable Segmentation ____/6

Syllable Deletion ____/6

Phoneme Isolation (initial) ____/6

Phoneme Isolation (final) ____/6

Running Record

Date ____ Book Level ____

Book Title _____

Accuracy Rate _____

SC Rate **1:** _____

Fluency Score _____

Retelling Score **3 or 4** (for levels 7-24)

Concepts of Print ____/19

- **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
- Determine the student's **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for texts at levels 7-24).
- Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
- Record and analyze final formal running record using the boxes to the right.
- Note Concepts of Print if student is not yet reading.

Running Record

Date ____ Book Level ____

Book Title _____

Accuracy Rate _____

SC Rate **1:** _____

Fluency Score _____

Retelling Score **3 or 4** (for levels 7-24)

Concepts of Print ____/19

Analyze errors in oral reading (MSV). What cues is the student using?

Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).